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FACULTY EMERITI INTERVIEWS
UNIVERSITY OF THE PACIFIC ARCHIVES



Medford, E. Leslie Jr. (1962-1988)
Dean of Admissions, Cluster Colleges

September 21, 2001

By George Blum

Subjects: Importance of Cluster Colleges for University recruitment efforts, impression of Robert Burns, Samuel Meyer, Elliot Taylor, opposition to special admission of athletes, relation of Cluster Colleges to University.

George- You served many years as the Dean of the Admissions and have indeed a long, long experience to tell about at University of the Pacific. When you came here, what were the circumstances that brought you here to UOP?

Les- Well, I have to go back a few years, of course, I came in 1961. I had been in the military, the Marine Corps. My last duty station was the Naval Post Graduate School in Monterey. I decided after having twenty-one years, I'd retire and I got the notion that maybe I'd like to get into the field of higher education administration. The idea of being on a college campus and being associated with those kinds of people, if I can use that term, appealed to me. My two years with the Naval Post Graduate School gave me sort of an introduction to higher education. At any rate, I started exploring opportunities and someone referred me to Ellen Deering, as being a person in college administration, with some national connections and it might be worth-while to talk to her. So, I made a trip up to the then College of the Pacific, and talked with Ms. Deering. She subsequently suggested that I come up for a masters program with the opportunity to work part time in her office, in the Registrar's Office, doing some administrative chores. I opted for that, and indeed came up in 1961, entered into a masters program. Interesting enough, Dean Marc Jantzen was my faculty advisor and I continued in the program for a year and worked part-time in Ms. Deering's office. At the end of that year, Elliott Taylor, who was the Dean of Admissions, offered me a full-time job in the Admissions Office, which I accepted. The Admissions Office at that time consisted of Elliott Taylor and Ed Peckham of the history department, working on a part-time basis. It was obviously a very small office. But, with the development of the Cluster Colleges and a number of things going on at the University, the Office needed to be expanded and I had the opportunity to get in on the ground floor, so to speak, in that expansion.

George- When you relocated to UOP, what were your first impressions of the city, and the people in Stockton?

Les- Well, my impressions of the campus were, of course, very favorable. It always has been a pretty campus. I was in a sense charmed by the smallness, compactness and the beauty of the campus. Moving to Stockton, was interesting. When I started inquiring about Stockton and so forth, I got mixed comments, a number of which were negative. Stockton wasn't a very good city, poorly located and so forth. But I must say that over the years that has turned out in my mind not to be true. I think it's a city with a lot of opportunities and I think also, of course, that the fact that the University is here is one of the bright spots in the local community. The community, of course, I think in the last 30 years or so has blossomed, has outgrown its somewhat blah impression.

George- Was there any particular person or persons, you already mentioned Miss Deering at UOP, who was or were especially helpful to you in your initial orientation at the University?

Les- Well, of course, was Ellen Deering. Ms. Deering, the Registrar, was my initial contact and in the main, she was in essence the sole person with whom I had contact. But,

of course, as I accepted the opportunity which she offered me, I got to meet people on campus. President Burns, of course, Sam Meyer, the Academic Vice President, Elliott Taylor, members of the faculty administration, and so forth. Those were a number of people whose names lingered in my mind as being important people in my getting to know the University and to feel very, very comfortable here, being here.

George- In turning to questions pertaining to the curriculum, of course, we are aware that you did not really teach, but you certainly recruited students for certain programs at the University and so you had at least some conversant knowledge with the various curricula that the University offered. What is your impression of the changes in the curriculum of UOP from your initial introduction to the present day? That's a big question, but maybe you have some observations there.

Les- Well, I think when I came here in '61 and of course with the opening of the cluster colleges in 1962, the University automatically became a very interesting and exciting place. That was the opening of the first Cluster College, but as I joined the Admissions Office (I joined the Admissions staff in '62 with the opening of Raymond College) and I toured with Elliott Taylor and got involved in talking with prospective students, the University became automatically exciting. I mean, of course, as I think back, the most exciting time in the history of the University, although it has an exciting history this 150th year. I think the most exciting time was the era of the Cluster Colleges. And I can still remember talking with prospective students and telling them the variety of programs that we had and most exciting of all, the fact that we had four liberal arts colleges. Talking about the College of the Pacific, of course, with its arrays of majors and so forth, but then talking about Raymond and Callison and Elbert Covell. Well, it was just an exciting opportunity and something exciting to talk about. I often thought of my colleagues talking about their institutions, which obviously in many cases were very good, but not as exciting a story as I was able to convey in those early years.

George- What courses, or in this case it's more accurate to say programs, have you helped to develop at UOP, or what activities have you especially enjoyed participating in? This pertains, of course, largely to your recruiting effort I imagine.

Les- Well, I can't say that I was involved in the development of any particular program or programs or majors. I guess in terms of curriculum development I was sort of an outsider looking in, although I'm sure that in the early days as there were faculty meetings and talk about different opportunities that might develop here, I was able to throw in a comment or two. But I can't really say that I was very much involved in the development of programs. I was very much a supporter, as I think I've already suggested, of the Cluster Colleges and it was, I thought, a very sad tie when we felt it necessary to phase them out because of the circumstances at the time. The fact that the interest which developed in the 60s among prospective students passed on; there simply wasn't input. I think that maybe the development of the School of International Studies, which in a sense was a by-product of the Cluster Colleges and may linger in the minds of a lot of people as the possibility for that program redeveloping. I can't say that I was involved in it, but I

think that it represented a new dimension, which maybe in large measure, brought out some of the strengths of the past.

George- The Cluster Colleges of course offered diverse programs. Raymond College, for instance, concentrated on a liberal arts program. Callison stressed the international aspect of educational experiences and then we had a rather unique college, Elbert Covell College, that actually had all of its instruction in Spanish. Were you equally involved in all of these recruitment efforts or did you just concentrate on certain ones and more or less looked from the sideline at the more specialized?

Les- No, we were, in the Admission Office very much involved equally in the sense in all three plus the College of the Pacific, Engineering, Music and so forth. As we advertised the school, promoted it at public relations meetings, talked with prospective students, we were involved really in all of them. I think it's important to mention in that connection, that the Admission Office was the sole Admission Office of the University at the undergraduate level. We recruited students for, and admitted students to all three Cluster Colleges plus the other divisions of the University. And, of course, as I talk about, as I have been emphasizing that Cluster Colleges which were so important to me in my mind, I don't want to simply put all my emphasis on those because the College of the Pacific, and Engineering, and Music and Education and so forth, Pharmacy, were equally important and we recruited for them and talked them up as much as we did the others. But again the Cluster Colleges being unique, special, gave us, the Admission Office, an opportunity to talk about something that our colleagues and other institutions weren't able to talk about.

George- Turning to people at UOP, there certainly have been a number of memorable personalities over the decades. Do you have any comments on individuals that you were most impressed by or that you most admired over the years?

Les- Well, there are a number of people in my memory, who are important and were admired or are still admired. I think of Elliott Taylor who was the Dean of Admissions when I came and whom I ultimately succeeded. I think back on the fact that he was Dr. Burns' first appointment when Dr. Burns became president. At that point apparently the Admission function had been done in the Registrars Office. But the first appointment that President Burns made was to find what was called Director of Admissions, and he apparently knew Elliott from the earlier COP days. Elliott was then teaching at Reedley College, a community college in southern California. Well, back to your question, I was certainly very much impressed with Elliott Taylor. He was a significant, a very special individual, a UOP graduate, who had been a debater. Actually, I remember stories, his telling about debating Oxford Cambridge when he was a student here, and so forth. He was a very impressive person. Dr. Burns, who was, as I think back, probably in terms of overall importance to the University, the most important person that the University has ever had. Now maybe that's... maybe I'm talking a little bit wildly, because I didn't know William Taylor and some of the older founders, and so forth. But I think that the person who put the University in a sense on the map, who believed in new ideas, and was the most impressive person that I knew was Dr. Burns. Dr. Sam Meyer, the Academic

Vice President, I think was very important, very impressive in my mind. I guess it's also hard not to mention Jake Jacoby who, when I came here, was a Professor of Sociology and later became the first dean of the College of the Pacific when it was more formally organized. He certainly was a rock, so to speak, in terms of the history of the University. Ellen Deering who served here many, many years was not particularly famous for anything particular. But she was another solid person on whom the University relied for so many years. I guess there are other names that pop into my mind, who are people of importance, such as the early provosts, as we called them, of the three clusters. And in connection with the clusters, I also remember that Dr. Burns had a fourth on the drawing board. We had the rector of that college (it was to be called St. Michael's College). And the development of that program that never developed, of course.

George- From your initial introduction to UOP to the present day, a long time span indeed, what changes do you see between the students, faculty, administrators and staff?

Les- Well, that's a toughie, I guess from my perspective. Especially since I've been retired now for thirteen years. I can't say that I've noted any significant changes. I think we've always had a strong faculty. I think the strengths of the University had been the campus itself, the beauty of the campus, and the strength of the faculty. And I have often said at appropriate times that this is something that we can utilize to enhance our prestige and move ourselves up the line, so to speak, in terms of competition and so forth. But, I can't say that I've noticed, maybe it's because of my situation as administrator, can't say that I've noticed any significant changes in faculty or students or what have you. I don't think we'll notice any significant changes in the students until we move up the ladder in terms of admission requirements and so forth.

George- Did you notice any particular changes in, let's say the approaches of administrators, over the years?

Les- No, I can't say that I have, in that particular context. I think the University has been blessed with good administrators and good leadership, with a couple of exceptions in leadership. I won't mention any particular names, but in terms of the top leadership, we have had to experience some... maybe some hard times.

George- I think in part you have already answered that particular question here relating to programs. But, maybe you have some remaining comments or reactions. About the programs that you have been particularly involved in or have an interest in, which ones did you feel, or do you feel are particularly significant ones?

Les- Particularly in...

George- Significantly.

Les- Oh, significantly. Well, that's a toughie from my perspective as an administrator. Again I go back to the Cluster Colleges. I felt that they were not only important but significant and uniquely attractive to prospective students and faculty. I think that all of

our programs have been significant. I think that one of the special features at the University had been the diversity that we offer, within the framework of a modern size and residential campus. I don't think there are many institutions our size that offer the diversity that we do, or as much the strength that we do in terms of specific, both liberal arts and professional programs. I think we need to be cautious not to be maybe too technical, if that's the right word. It concerns me when we start to think about programs which are... well, more technical than professional. For instance, when we talk about dental hygiene, I'm not sure, and maybe I shouldn't pinpoint that particular program. But I think we need to watch ourselves in terms of getting too non-academic, if you will, and too specialized or professional in the programs. I think we need to maintain our University level, image programs.

George- All right. Now turning to perhaps somewhat controversial issues, what is your personal opinion of the administration, past and present of the University?

Les- Well, if we talk about administration in general, I don't have any particular bones to pick. I do think that at the highest we've had some dips in the quality. I think we had a real comer in President McCaffrey, but, on reflection, I think that in his later years he disappointed us. And his successor was not at the level that we should have expected. Maybe, it is inappropriate to talk about presidents, but when you talk about the leadership of the University you can't help but think of at least deans and so forth, but at the very top that's so very important.

George- Well, presidents generally try to give a certain kind of broad direction.

Les- Yeah.

George- I think it was quite clear what President Burns was aiming for.

Les- Yes.

George- And then when President McCaffrey came, well initially perhaps, as you said he may have offered some promises. But in the execution of the programs, the University entered a period of some sledding.

Les- Yeah.

George- Well, certainly controversies have reverberated throughout the campus, throughout its history, I imagine. You have been here long enough to have at least experienced some, or at least may have some reaction to some of these controversies. So the question is: how did controversies between the faculty, deans and administration affect your particular department and its growth? In this case, of course, the Office of Admission and recruitment.

Les- Well, that's a difficult one to answer in many ways. Thinking again of the Admissions Office, I can't help but think of a time in my experience, which was a

difficult and trying experience because some things happened that I didn't agree with and I became at odds, if you will, with the higher administration. And that has to do, of course, with the admission of athletes. And as you may remember yourself, it was in January of 1979, I think that we "took all". We hired a new football coach and although the word was that no concessions had been made, it turned out that some concessions had been made and the new coach expected to have some privileges that his predecessors had not had. And I took exception to that, and so I was kind of at odds for a period of time with the higher administration. I think ultimately, over the years that leveled off, but that was because, as I think back on my experience, probably the toughest experience that I had. Unfortunate experience, but so be it and so time marches on.

George- Did you observe any particular controversies within the University that you recollect? For instance some tension let's say between the Cluster Colleges and the administration of these institutions within the University. And let's say other parts of the University particularly the largest liberal arts component, for instance, the College of the Pacific?

Les- Well, I can't say that I've noticed anything in particular. You mentioned the Cluster Colleges, I think back on that era when the Cluster Colleges occupied a certain portion of the campus. In fact, there was the term on campus, on the other side of the eucalyptus curtains, which of course indicated the three Cluster Colleges were in that location. The Cluster Colleges, I felt were rather unique. In fact, I use this in recruiting from time to time. Also the fact that the University of the Pacific had utilized what had been a football stadium for the building of three unique Cluster Colleges. But, I think everyone sensed a situation on the campus at the time when the College of the Pacific and the professional schools were over here, so to speak. The Cluster Colleges were "Over There," so to speak, and the Cluster Colleges' students looked down on the rest of the University. And the rest of the University thought they were a bunch of oddballs over there in the Cluster Colleges. I always remember one time when I was in my office and Dr. Burns came in. He was, of course, very friendly and would drop by the office frequently. But he was saying to me, there's something about the way we do things on campus and he said, "Over there they do it that way, and over here we do it this way." And I said "But President Burns, you're President on both sides." And, of course, he chuckled about that. But I thought that was kind of typical of how things sometimes happen. He, himself, thinking, "Well, they're that way, and we're over here this way." But again, as I think back from my position as an all-University administrator, I guess, I was lucky enough to be out of the line of fire, so to speak, of some controversies, that might have gone on. And the only thing that I, as I think back, that I noticed in terms of tension, if that's the right word, or misunderstanding or lack of understanding, was the Clusters and the rest of the University.

George- Do you feel that tension was, in the end, sort of moderated once the Cluster Colleges developed their uniqueness and then became more and more a part of the University? Or, was this a factor that supposedly persisted until practically the end of the Cluster Colleges?

Les- Well, I think in my mind it continued. It may have eased off a bit in the later year or two of the Clusters. But it seemed to me that that tension, if that's the right word, continued even to the end and I think we sensed it in terms of the participation by Cluster College Alumni in all University Alumni affairs. I think they tended to be, "Well we were Raymond College, or we were Callison College." And I think the University had a major job to do to "woo" them back so that they're part of the whole and not just "them and us" and so forth. I've talked a number of times to the Alumni directors, when I've had the opportunity, to make sure that, as we prepare for Alumni events, that we do something to entice them to come back. And that we consider a Raymond an alum and a Callison an alum and an Elbert Covell an alum, just as much of part of the University Alumni Association as any other alum. And I continue to think that's a major effort and I have the feeling that the Alumni Office is sensitive to it, but it's a toughie.

George- Well, these Alumni from the clusters quite often feel that the institutions that they graduated from ceased to exist.

Les- Yeah. Now I can understand that.

George- And so they don't have quite the same sense of kinship with the educational program and the University itself.

Les- That was built into the program, of course, when you think of the Raymond curriculum, students studied together while they could take an elective course elsewhere on campus. In essence they were a little... they were a little college. And the same, to a lesser extent, I think happened to Callison. Then of course Elbert Covell with its Spanish emphasis, had a built-in unique situation.

George- Turning to a broader picture of controversy in some respect, some in fact, societal turbulence, the 1960s obviously stand out as an era in the country as well as especially in the history of American higher education when things were essentially more uneasy. At times, in fact, not just controversial, but actually hostile. Certain attitudes and certain developments came about. How would you describe, let's say the experience of UOP during the 1960s, the turbulent era? We were the neighbors of Berkeley and Stanford where much more turbulent activities were happening. UOP was not spared some of these. What's your impression?

Les- Well, I guess that's a difficult question. As I think back on the 60's, it was as you say a turbulent period of time among college students and so forth. I guess, I kind of think of the mere fact that the Clusters were created at that time and appealed to a somewhat different kind of student. I think it's important also to remember that, from my perspective, the only time that the University of the Pacific has received national acclaim in *Time* magazine and other national publications, was when we had the Cluster Colleges. We got some publicity across the nation for something or other. But in terms of academics, we have not really received notice nationwide except during the 60s when we had the Cluster Colleges. In that particular article in *Time* magazine, it talked about the Clusters and UOP referred to the Amos Alonzo Stagg era and so forth athletically, but emphasizing that here's something different, that here's something unique that is going

on academically. I think we need to bear in mind that it takes doing something special, something unique in academics in order to bring attention to an educational institution.

George- Now, in terms of how students, and to some extent maybe also faculty, reacted to the challenges of the 1960s, as far as the campus activities were concerned, do you have any particular memories or recollections of perhaps incidents, events that characterized this so-called period of turbulence?

Les- Well, as I sit here, off the top of my head, I guess I'm not remembering anything in particular. Maybe after I get home and think about this, I'll think of something. I guess my response is I can't think of anything at the moment. That isn't to say, by virtue of the fact that we had the Clusters, the kinds of thought processes that went on, and the reactions of the students of that generation, including the faculty of that generation that there were no incidents of turbulence and so forth, of some type.

George- I'm thinking, for instance, well, there were some bomb scares, several bomb scares on the campus.

Les- Several what?

George- Bomb scares.

Les- Oh.

George- Yes. So there was concern about the safety of the campus population. There were also at least one or two instances where we had so-called teach-ins.

Les- Yeah.

George- And I think these may have left a little bit of a memory because they brought pretty much educational activities not to a halt, but gave them a different direction, even if it was just for one day.

Les- Yeah, yeah. Well, your having said that, I think it probably has put the idea on the table. Beyond that I can't think of any, anything to add to it.

George- Well, in this group of questions, what issues were you involved in, and which stand out in your mind as important to the growth and development of UOP?

Les- Well, I don't know if I can add a whole lot to that. Although I can say again the controversy that went on in January of '79 with reference to special admission of athletes, a program I opposed very strongly. I have made pitches from time to time about the fact that I think the University needs to strengthen its admissions program so that we compete with the kind of institutions that we should be competing with. I've often thought that it's important for University presidents and provosts and academic deans to spend some time in what I call the academic marketplace. In my mind the academic marketplace consists

of a high school senior or a high school junior, his or her parents and his or her college counselor. And multiply that thousands of times, of course, because the academic marketplace across the country is at that level and is involving those people. But it's important to note that when students are considering a college, considering where they want to go or where they might go, and what they would qualify for. There's a lot that goes on in the academic marketplace among these people. And I think that the University of the Pacific needs to have some understanding of the operations of the so-called academic marketplace and realize that when you're competing for good students there's a lot of finagling that's going on in the academic marketplace among the students and parents and counselors... And whether we like it or not, in the academic marketplace, colleges are ranked. They're ranked on the basis of whom they know, who's gotten in, and who's applying to this college and who's applying to that college and so forth. So I think, as an Admission Officer, one of the things that lingers in my mind is the fact that not just Admission Officers need to know what goes on in the academic marketplace but provosts, and presidents, and so forth, need to spend some time in the academic marketplace and get some sense of what goes on.

George- In considering UOP today there is a feeling among the campus community that UOP has entered into a period of change with the new planning development documents; would you agree with this assessment?

Les- I can't say from my perspective that we've entered into a period of change, but I guess we've entered into a period where change is looked forward to, and the idea is what changes should be made to make UOP more important, more realistic, and so forth. I agree with the fact that we need to continually assess ourselves, and give the university the direction it should be going. I don't know all I should about the national assessment that's going on; I think the process has been well-designed and well-motivated and so forth, and I hope it achieves some of the goals that it had in mind. The university is an institution with a great deal of potential. We have a campus here that is attractive and appealing and so forth, and I think we have the basic ingredients, with faculty, and campus facilities and so forth, for moving up the line, so to speak. Part of the process has to be the raising of admissions standards, and placing the University of the Pacific back into the academic marketplace that I've referred to at the level of some of the well-known, highly respected institutions, not just in California but in the West and in the country. I think we have the potential for, UOP has the potential for being the Princeton of the West. I think of Princeton in relation to Harvard, UOP in relation to Stanford. I think we have the potential for being that kind of an institution. Part of this is because of the campus, we have a Princeton-type campus; if we can develop the campus and get the institution to be at the level of the campus, in terms of competition. Maybe I've started that, maybe we want to explore it further, but I see UOP as a place with great potential. Our leadership at this point is top drawer. I'm hoping that the leadership can see something of what I see, in the potential that it has.

George- Well, in looking back on the history of UOP, and projecting it into the future, do you think that there is some kind of development that might be comparable to the major changes that were made in the past, that may well occur in the future?

Les-You're referring to the Cluster Colleges, as an example?

George-Right.

Les- Of course that was, I guess as one thinks back, the creation of the Cluster Colleges, the idea of the Cluster Colleges, of course Dr. Burns made a trip to England and visited Oxford, that was such a unique innovative idea that I suppose such an idea as that, at that level, probably would not occur again. I see the future of the university potentially, not so much the development of those unique ideas as the Cluster Colleges, as making stronger what we now have. And in terms of adding programs, adding only those programs which are truly at the university level, not at the technical level as I referred to earlier. In fact maybe we need to give a little bit of attention to the possibility of the university becoming a research institution to a certain extent. I think sometimes institutions can be too heavy into research and too much emphasis on PhD programs and Masters programs, but some of the institutions we like to compete with are pretty heavy into research, and sometimes I think that in the academic marketplace, the institutions which, unless you're a Claremont College or a Swarthmore or a Haverford, to be strong you've got to be a Swarthmore or a Haverford or a Williams or an Amherst, maybe a USC...you got to be one or the other, and when you're in the middle it may be that you get lost in the shuffle. You can be a strong Amherst or a strong Stanford or MIT, but being in the middle, you sometimes lose out.

George- What are you involved in currently at UOP which holds your greatest interest?

Les- Well I guess my greatest interest in UOP is in UOP itself. And the fact that I'm interested in it moving along and making headway in terms of reputation, status, stature and so forth. I happen to be in love with this place, if I can use that term; I've sometimes thought who can be in love with this place more than I do? Bob Burns? He loved the place, I think; sometimes I think I love it just as much. This has been a very special place to me personally. I come down every day. I utilize the library as a place to do my little projects, whatever they might be. I just think how lucky I have been to be associated with UOP, not just a college in general, or a university, a university with this beautiful campus, many great friends, and so forth. My involvement beyond that is somewhat superficial. I'm involved in the Emeriti Society, as you know. Up to about a year ago I spent nine years serving as a faculty advisor in the School of International Studies, which I enjoyed thoroughly. I think, speaking of programs, the School of International Studies is one of the divisions of the university that has great potential not only within itself but enhancing the overall status and stature of the university; it's one of our strongest programs and I think of it as a gem within the university, so I'm hoping that will grow and expand and help to put us on the map, more so than we are.

George-Another aspect of the University of the Pacific is its involvement in the Stockton community, and in a somewhat distant way, the community at large, the state perhaps. What contribution do you feel the university has made to the Stockton community?

Les- The university has contributed to the Stockton community by virtue of being here. Of all the things that go on in the City of Stockton, the most important one, in a sense, the most predominant one, the one with most potential, is that the University of the Pacific is located here. I think we could contribute to the community in many ways by being involved in community activities, faculty staff and so forth, being a participant in development projects within the City. The city would be wise to utilize some of the university talent a little bit more than it does. I think we need to make an effort to make sure that our voice is heard as the community thinks of projects of growth and expansion. I think we do enhance the community, and I think the community would be wise in terms of advertising and outreach in playing up the university.

George-From the admissions standpoint I think one particular involvement of UOP in the community has been rather significant hallmark, and that is the Community Involvement Program, which has taken in over the years a certain number of students from the community. I think we see some of the results because that program has been in existence since 1969. Do you have any comments there -

Les- I don't have any specific comments, but I'm glad that you mentioned it because that has been a significant contribution of the university to the community. I suspect that the community has overlooked it or ignored it in terms of attributing that move of the university toward that aspect of the community situation. I can think back very vividly on the kickoff meeting in which Prof Diamond of the Religious Studies Dept and Elliot Taylor meeting in the Raymond Common Room in 1969 and kicking that program off amid some heated discussions and almost coming to blows with some of the community leaders. But that's certainly in terms of community relations is something that the university has accomplished it was significant at the time, Dr. Burns was involved with that, he approved it and moved it along, and I think that the local community has failed to give the university the credit that it deserves for initiating that program at a very significant time in the events of mankind, so to speak.

George-What community activities have you been involved in?

Les- I guess the most significant community activity is the fact that I have been for 10-11 years or so a trustee of the San Joaquin County Museum & Historical Society. I have been involved in a number of aspects of the Central United Methodist Church, committees and so forth. I've also been on the Methodist Conference Board of Higher Education and Campus Ministry, been on that for about twelve years. Perhaps those two activities, the Museum and Conference of Methodist Church, have probably been the most important activities of mine, in a sense, relating to education.

George-You have in part already answered this concluding question but you may have some final comments on it, so I will repeat the question, even though it is a bit redundant: What did you see as being special about UOP in the past, and what hopes do you have for the campus development in the future?

Les-I guess I've answered those in one form or another. I think the university historically has made a contribution to the state of California and to the Stockton community. I think its history has had its ups and downs, financially, and what have you. I think it may be important to mention that during a period of time the university gave up its Freshman and Sophomore year programs and allowed the development of Stockton College to occupy the campus and to itself to get established. After it got established it set up its own campus, and then the university went back to a four year program. That may be beside the point of this question, but I throw it in for its significance to the history of the university and its relationship with the local community. The university has the potential for an exciting future and I would be most hopeful under the present administration and leadership that there is in fact a vision, that is, a vision not just of a mundane nature, but one that can really make the university grow in prestige and significance and make a greater contribution.

George-Perhaps even keep the university alive in competition with other institutions.

Les-Actually the academic marketplace.

George-Well, thank you, Les, for this helpful interview. I think it is very worthwhile to have these long-range and, in many ways, involved comments.

Les-Very good. Thank you.